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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.1.1.    Represent quantities of up to 30 objects in a set. (Also includes Attendance)  **CC.K.CC.1** Count to 100 by ones and by tens.  **CC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  **CC.K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  **CC.K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  2.1.2.    Compare sets of up to 30 objects and use the terms more, less or the same to compare the two sets and identify a set with one more or one less than a given set.(also includes Attendance)  **CC.K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)  2.2.7.    Count by rote to at least 30. (also includes Calendar)  **CC.K.CC.1** Count to 100 by ones and by tens.  2.2.9.    Identify the numerals 1-30 and match each numeral to an appropriate set of objects.  **CC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  **CC.K.CC.4b** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  2.2.10.    Act out and solve addition and subtraction story problems that reflect real-world experiences and contextual problems using sets of up to 10 objects and describe the strategy or reasoning used to solve a problem. For example: Put two crayons together with four crayons; then count to determine the number of crayons needed for all students at a table.  **CC.K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  **CC.K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  2.2.11.    Write the number sentences that correspond to story problems using addition, subtraction and equals symbols (+, -, =) correctly.  **CC.K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  **CC.K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  **Classroom Routines Only**  3.3.6.    Recognize events that reoccur (at specific times of the day or week).(Calendar)  **Grade 1 CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  3.3.7.    Locate yesterday, today, and tomorrow on a calendar….before and after to compare events.(Calendar)  **Grade 1 CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  4.1.1    Pose questions about objects and events in the environment….guide the collection of data. (Today’s Questions)  **Grade 2 CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  1.1.3 Recognize, reproduce, extend and create repeating patterns….numbers and textures.(Patterns on the Pockets Chart)  **Grade 3- CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. |
| **CCSS but not GLE’s** |